

Communication across Communities
Making Language Study <i>Real</i>

Let's consider the goals of the SOL:

Effective communication (How do we know it's effective?)

Enhanced cultural understanding (How is this understanding most effectively demonstrated?)

Expanded access to information (What is the richest source of information?)

Increased global perspective (Where and how do students come face to face with the world?)

Let's consider the rationale for this strand of the SOL:

Knowledge of the foreign language and culture is enhanced for students when they have the opportunity to **apply** their skills and knowledge **beyond** the classroom.... It is the **practical application** of their language skills that motivates students to continue their language study and develop a life-long interest in participating in the global community. (Excerpt from p. 4)

Let's look at the Communication across Communities strand in MFL, Latin, and ASL:

For Modern Foreign Language, see p.7 of the *horizontal* document.

For Latin, see p. 12 of the *horizontal* document.

For American Sign Language, see pp. 12-14 of the yellow Framework for Instruction in ASL.

Students are asked to consider the application of their foreign language knowledge and skills for...

recreational purposes, such as:

educational purposes, such as:

occupational purposes, such as:

Students are asked to gather examples and evidence of target language and culture found in

media, such as:

entertainment, such as:

technology, such as:

occupations, such as:

Students are asked to connect with resources in the community. Who and what might such resources be?

Individuals, such as:

Organizations, such as:

Where and how might students locate such resources?

In the community:

On the Internet:

What are students able to do at each level of language study in this strand? What does that student behavior look like?

Read and compare the standard and the essential components for the four-year sequence of the Modern Foreign Language (*horizontal p. 7*), Latin (*horizontal p. 12*). Consider also the student behaviors noted over three years in the Framework for ASL, pp. 12-14.

What types of activities and assessments demonstrate that students are able to
identify?

illustrate?

locate?

use?

apply?

discuss?

(Where do these fit in Bloom's Taxonomy?)

Consider: How can students be provided with opportunities and resources that prove the real-world use of their knowledge and skills, and that motivate them to use their new language to connect up with persons across miles and years for the rest of their lives?

Part 2: Group Discussion and Notes

I. The Goals of the SOL lead to a focus on Communication across Communities

(Review the goals of the SOL, p. 2 of the vertical document.)

- Effective communication
- Enhanced cultural understanding
- Expanded access to information
- Increased global perspective

II. Communication across Communities: Rationale

(Review description of strand, p. 4 of vertical document.) Rationale excerpt:

Knowledge of the foreign language and culture is enhanced for students when they have the opportunity to **apply** their skills and knowledge **beyond** the classroom.... It is the **practical application** of their language skills that **motivates** students to continue their language study and develop a **life-long interest** in participating in the global community.

III. Communication across Communities: Modern Foreign LI.12

(Review Standard and benchmarks, horizontal document p. 7)

The student will identify situations in which foreign language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.

1. Identify examples of the foreign language and the cultures studied that are evident in and through media, entertainment, and technology.
2. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the cultures studied.

IV. Communication across Communities: Latin LI.8

(Review Standard and benchmarks, horizontal document p. 12.)

The student will identify situations in which Latin language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes.

1. Identify through print and non-print resources examples of the Latin language and Greco-Roman culture studied that are evident in areas such as media, entertainment, and occupations.
2. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the cultures studied.

V. Communication across Communities: ASL Principle 5

(Review Framework for American Sign Language, p. 12 – 14.)

- 5.1 Students use the language both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

VI. Communication across Communities: Purposes of Language Use

(Review MFL p. 7, Latin p. 12.)

- a. Recreational use

Ideas generated from the groups: music, films, sports, dance, reading, travel, video, video games, TV, dining out, going to theme parks, going to cultural events, movies, concerts, festivals, games, shopping, visiting museums, international correspondence,

b. Educational use

Ideas generated from the groups: learning vocabulary, study abroad, research, literature and comparisons of literature, use of the Internet, exchange experiences, understanding history, appreciating art and music, understanding current events and trends, understanding references in media, specialized study resources, research, understanding borrowed words, understanding other courses in high school and college, tutoring, doing better on SATs, placing out in college on language courses

c. Occupational use

Ideas generated from the groups: industry, teaching, medicine, social work, finance, government, service industries, politics, entertainment, consulting, translating, promotion possibilities, supervision, internships, interpreting, international business, advancement once in a career, police, military, management, communicating with co-workers, travel on job, tourism industry, missionary, politics

VII. Communication across Communities: Examples of Language & Culture

(Review MFL p. 7, Latin p. 12.)

a. Media

Ideas generated from the groups: newspapers, books, instructions, commercials, video, TV, radio, print advertisements, newscasts, phonebook, magazines, brochures, Internet, comic strips,

b. Entertainment

Ideas generated from the groups: movies, music, festivals, sports, dining, pop music, plays, exhibits, theater, art, circus, dance, concerts, opera, fashion, travel

c. Technology

Ideas generated from the groups: Internet, CD-ROM, e-mail, streaming audio and video, computer games, ATM, telephone, e-pals

d. Occupations (found in Latin only)

Ideas generated from the groups: law, medicine, veterinary medicine, religion, marketing, technical writing, translating, interpreting, military, diplomacy, government, banking and finance, teaching, politics, art, sciences

VIII. Communication across Communities: Resources

(Review MFL p. 7, Latin p. 12.)

a. Who and what?

- Individuals
- Organizations

Ideas generated from the groups: classmates, penpals, embassies, businesses, relatives, teachers and administrators, university professors / students/ TAs, Peace Corps, library, art museum, refugee services, civic organizations, cultural societies, sports, exchange students, churches, missionaries, military, corps of engineers, airports,

FBI, Department of State, migrant organizations, workers in ethnic restaurants, sister cities, zoo, law enforcement agencies, retired persons, ESL classes

b. Where and how?

- Community
- Internet

Groups reflected on the items in these categories that reinforce the resources noted in previous discussions.

IX. Exploring the Growth of Student Skill and Understanding Reflected in the Four-Year SOL Sequence

1. Purposes

a. Communication across Communities: Modern Foreign Language

II.11 The student will develop and apply foreign language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

III.10 The student will improve foreign language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

IV.10 The student will apply language skills and cultural understanding in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

b. Communication across Communities: Latin

LII.7 The student will develop and apply knowledge of the Latin language and Greco-Roman culture in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

LIII.7 The student will apply knowledge of the Latin language and Greco-Roman culture beyond the classroom setting for recreational, educational, and occupational purposes.

LIV.7 The student will apply knowledge of the Latin language and culture beyond the classroom setting for recreational, educational, and occupational purposes.

2. Examples

a. Communication across Communities: Modern Foreign Language

II.11.1 Illustrate how the foreign language and cultures are evident in and through media, entertainment, and technology.

III.10.1 Expand foreign language skills and cultural knowledge through the use of media, entertainment, and technology.

IV.10.1 Discuss in the foreign language information obtained in and through media, entertainment, and technology.

b. Communication across Communities: Latin

LII.7.1 Illustrate through print and non-print sources how the Latin language and Greco-Roman culture are evident in areas such as media, entertainment, and occupations.

LIII.7.1 Expand Latin language skills and cultural knowledge through the use of media, entertainment, and technology.

LIV.7.1 Discuss applications of Latin and Greco-Roman culture found in and through media, entertainment, and technology.

3. Resources

a. Communication across Communities: Modern Foreign Language

II.11.2 Locate and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet, to reinforce basic cultural knowledge.

III.10.2 Locate and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

IV.10.2 Locate and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet, to enhance cultural understanding.

b. Communication across Communities: Latin

LII.7.2 Locate and use resources beyond the classroom, including individuals and organizations, to reinforce Greco-Roman cultural understanding.

LIII.7.2 Locate and use resources in Latin, including individuals and organizations in the community to broaden cultural understanding.

LIV.7.2 Locate and use Latin resources, including individuals and organizations, to enhance cultural understanding.

4. Summary with an eye on Bloom's taxonomy

Communication across Communities: What students can do:

MFLI.12:
LI.8

identify

MFLII.11:
LII.7

apply
illustrate
locate
use

MFLIII.10:
LIII.7

access info.
use
locate
apply

MFLIV.10:
LIV.7

apply
discuss
locate
use